

OFFICE OF THE PRESIDENT

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MEMORANDUM

TO: All Stockton State College Staff
FROM: Richard E. Bjork, President
SUBJECT: CAMPUS GOVERNANCE SYSTEM

Stockton should be a place where all who choose may contribute their ideas to the shaping of the college. Although not everyone's ideas will be specifically reflected in everything that is done, those ideas will shape the conditions under which we live. Perhaps that contribution is not enough for some. Despite the persons who say "sham" because some of those things they propose that each person's contribution

[REDACTED]

k of the guy who picks up his
aren't done the way he wants

What we decide will be changed. So will other things we decide as we grow and mature. I urge that each of us remember that we are starting something, not putting the finishing touches on the perfect world.

Right now Stockton...
[REDACTED]

STOCKTON STATE COLLEGE

Administrative Working Paper #1

[REDACTED]

Background

It would be convenient and easy to ignore life outside the college community as we develop ways of governing our lives on the campus. When we don't like some of the processes of power and control we see around us, and when consideration of the rights and authority of others complicates matters, we are strongly attracted to ignoring such factors. The current disarray in higher education stems partially from this form of "tunnel vision." Simple persistence in the belief that the campus community can be governed insulated from other political

[REDACTED]

Who Has A Say?

Let's put aside the role of the general public, parents, interest groups, etc. for the moment.

Historically, most state colleges throughout the United States have been strongly controlled by a central state authority.

[REDACTED]

a central state authority. The New Jersey state colleges come with this heritage. Until 1966-67, the state colleges were directly under the control of the State Department of Education - including such day-to-day matters as decisions on all personnel actions. The deficiencies of this arrangement became increasingly apparent as New Jersey's education needs began to find expression in political action. Thus, by 1967, all higher education public and private

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comprehensive state system of higher education. Even in those moments when we feel that a lay Board of Trustees can't really understand the academic commitment of the college,

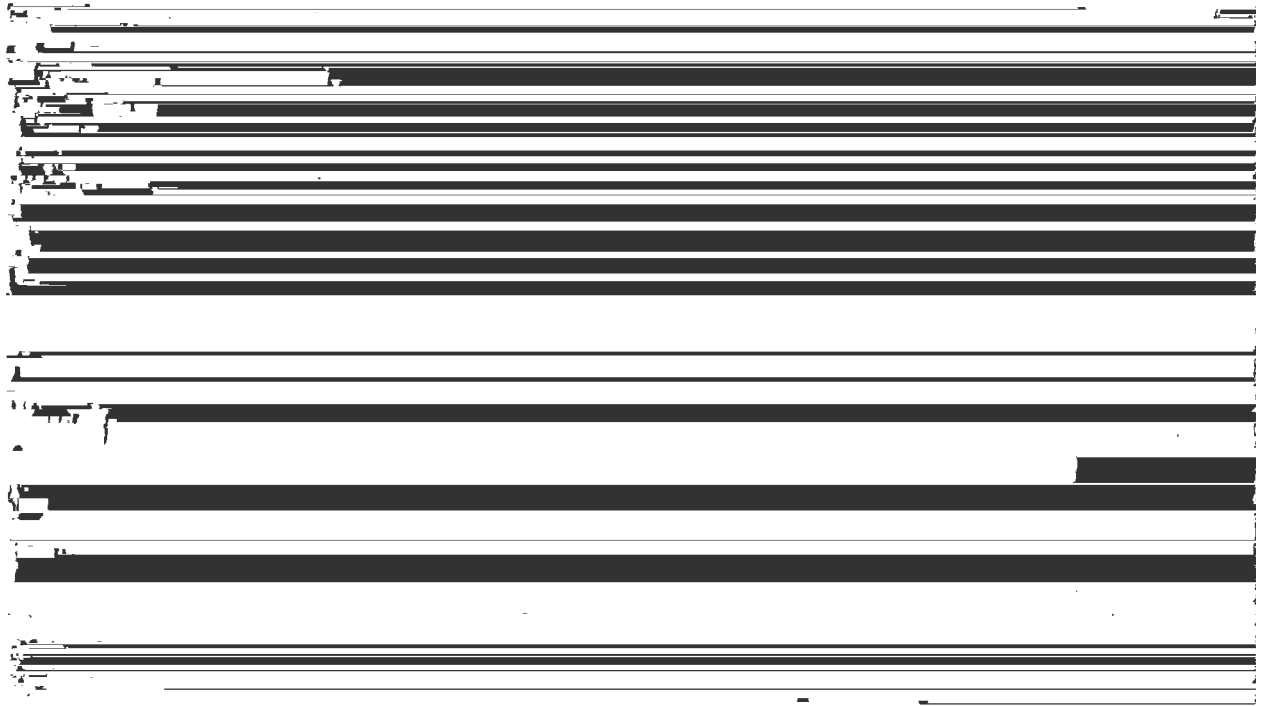
to dismiss Trustees as stupid, relics of the past, or anti-intellectual, because they didn't cheer our every whim or cause, it may simply be good judgment to reexamine the merits of our own desires. The Board of Trustees is at once a strong reminder

that Stockton is not the exclusive property of those who are on any day part of the college community, and it is a constant advocate of Stockton's development.

The President has been defined by statute as the "chief executive

colleges both need and benefit from executive leadership. The words may sound awkward in the academic setting, but the message they carry is vital to the creation of an effective campus governance system for Stockton.

Earlier we set aside the influence on Stockton of those who are not formally within the state structure for higher education. There are many sources of influence, and most of them are obvious. However, their importance for public colleges and universities has increased immensely. Many of Stockton's brethren have found this out the hard way and now stand dazed



essence of the change and suggesting how insulation and blindness live so well together might be the following:

Colleges and universities have found avenues to increase

combination of greed, indifference to students, disdain for management and accountability, and insistence that everyone else live a more humane, compassionate life while they adopted many of the trappings of living for which others were condemned.

The fallout from changing conditions surrounding higher education

will undoubtedly require that we adjust to dealing with many more persons and groups who will have both the interest and ability to say how colleges and universities will behave. Stockton's campus

governance system not only will have to accommodate this new range of influences, but the system will also require the capacity to organize the energies of the college so they flow in constructive directions and to communicate what Stockton is doing and

he right if we organize ourselves to manage our affairs nationally

[REDACTED]

1. Advise or Decide

More frustration and anger are generated in college governance systems over advisory and decision-making functions. This often stems from our tendency to undervalue the importance of advice and to oversimplify the progress of decision-making. First, so-called decision-making is basically another form of advice-giving, for all decisions are subject to change by groups or persons more powerful than those who make a decision. A decision is a form of closure more likely to feed directly into a structured process than is advice; therefore, "decision-makers" often feel they can observe the consequences of decisions, or they feel they can see their "hands" in the action. This may be more illusion than reality, but it seems to sustain a preference for decision-making, except when decision-makers are asked to assume responsibility for decisions they took. At this point, one often finds that those responsible for a decision are near-legion and that

decision is really the product of many "advisers."

Decisions are shaped or produced by advice. Often advice

decision-making process. This fact leads to the chronic charge that, "Our advice wasn't followed!," or, "I'm not wasting my time giving advice: they do what they want and

[REDACTED]

way! " or "We've been used!"

Because decisions and advice are not the same things is not reason to downgrade the giving of advice. Without a system of collecting and analyzing information about what's going on,

[REDACTED]

where every person has equal worth and value. [REDACTED]

such, it is critical that campus life be arranged so that we can tell one another about those things which are important to us. The value of simply knowing what others are doing,

[REDACTED]

should not be underestimated. Thus, openness when we are doers and sensitivity when we are observers may be a constant

everything, often endlessly, for rationally imposed discipline on ourselves. The problem is to find simple, effective ways for the various elements of the college to bring their interests and energies to focus on collective action which promotes the purposes of the college.



most private persons.

Stockton cannot be governed directly by everyone. It is already governed partially by persons and groups outside

executive who may also serve as a "father" image; and some grope

for the forms of collective leadership increasingly favored

in the corporate world.

For a long time, voices have said something like "structure can

only aid; it cannot insure." Certainly, structure should match

the conditions of the environment and the conditions of

discussion. Neither the campus governance system nor the class-

room should provide such a haven. People cannot be expected to wait forever; and even after waiting just short of forever, be

A Way to Start: THE CAMPUS GOVERNANCE SYSTEM

What follows is a statement of the first campus governance system proposed for Stockton. It is not the work of committees, searching campus discussions, committees, search-

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BASIC ASSUMPTIONS

.....A governance system depends largely on the goodwill and
sense of responsibility of its constituents.

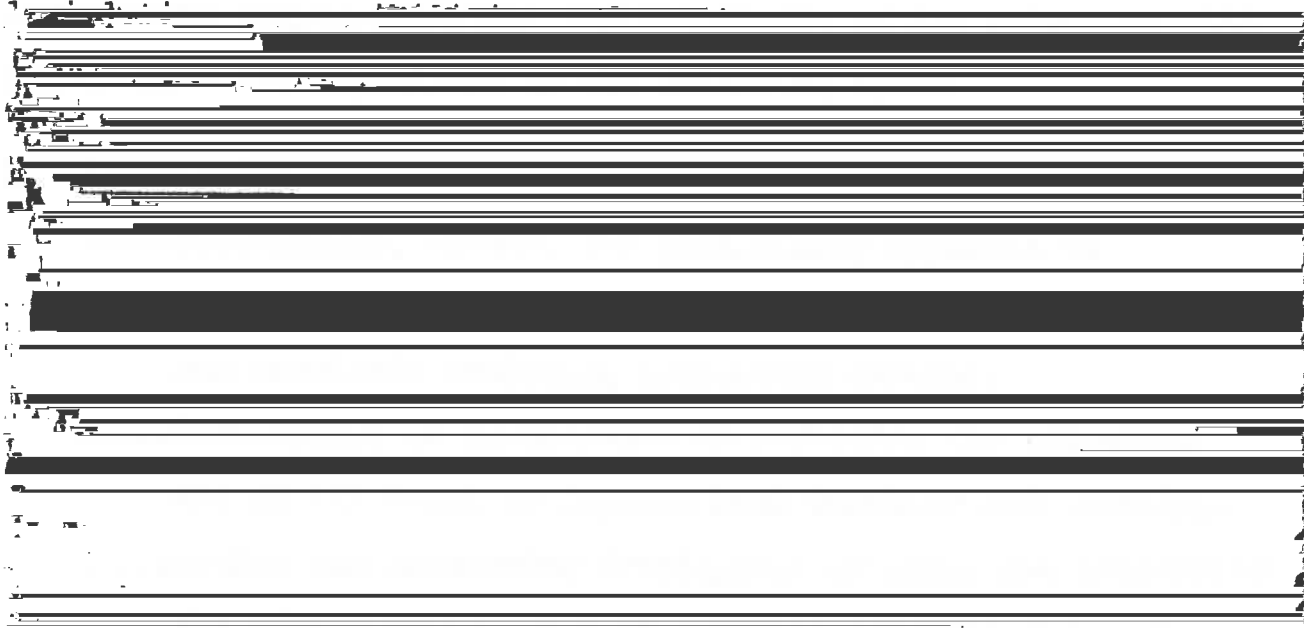
.....A governance system should match structure to function.

A governance system should include
[REDACTED]

COLLEGE COUNCIL

Responsibilities

The College Council is a college-wide governing unit encompassing students, faculty, and staff. Within the limits of the statutes and the powers of other duly constituted authorities, the College Council serves as the principal legislative body for the internal affairs of the college. The College Council's full range of



emerge from its experience in the following areas:

1. Instruction

Development, review, and preliminary approval of proposals for new degree programs, supporting studies,

and curricula involving individual courses

2. Co-Curriculum

.....Development of a full range of recreational, cultural, social, and related co-curricular activities and programs.

.....Development of program priorities and appropriation of special fees to support co-curricular programs and

activities, etc.

[REDACTED]

and services, etc.

.....Support of programs and activities which combine the resources of the college and neighboring communities, groups, and organizations.

[REDACTED]

.....Advise the President and Board of Trustees on the criteria and procedures to evaluate the performance of staff and their eligibility for initial employment, advancement

[REDACTED]

and retention.

.....Participate in staff evaluation procedures.

.....Advise the President and Board of Trustees on the standards and conditions for retention and dismissal of students.

.....Assist in the development of programs and conditions

[REDACTED]

6. Campus Planning

.....Participate in the development of both short- and long-range campus planning.



facilities and providing timely recommendations con-

through June 30. If a 12-month college calendar were instituted

[REDACTED]

A complete record of the proceedings and actions of the Council shall be maintained and published promptly after each meeting. All actions of the Council must be taken in public meetings.

[REDACTED]

1. Selection of Members

Candidates for Council membership will volunteer for service on a prescribed date annually on a standard form which shall include basic background information about the candidate plus the names and signatures of at least five persons who are part of his constituency.

From those candidates presenting themselves, the required number from each constituency will be drawn by lot. The drawing will be public and on the day following the date set for candidates to file.

If there are not enough candidates from any constituency to fill the places available, the remaining spaces will be filled



by lot from among those in the constituencies affected.

2. Term

No member of the Council may serve more than two consecutive

1. Officers

The Council shall have at least a President, Vice-President,

and Secretary. Other offices may be created as the need arises.

2. Executive Board

The Executive Board shall include the Council President, Vice-President, Secretary, Chairmen of the three Standing Committees, and one additional Council member elected from the Council membership at-large. The Executive Board will be constituted at the first meeting of the Council for the new year.

The Executive Board will act with the authority of the College Council between meetings of the Council. To stand, all actions of the Executive Board must be approved at the next public meeting of the College Council.

The Executive Board shall meet at least monthly with the President of the college.

indicated):

A. Instruction: Degree programs, curriculum, academic

advising, admissions, faculty staffing, academic standing, evaluation of instruction, and general academic affairs.

B. Co-Curriculum: Community affairs, campus activities and services, community fees, recreation, cultural-social programs, housing, and general student affairs.

C. Administration: Appropriated funds, planning and

A. Instruction

Two Faculty

One Student

One Staff

One At-Large (Faculty)

B. Co-Curriculum

Two Faculty

One Student

One Staff

One At-Large (Faculty)

One At-Large (Student)

One At-Large (Staff)

One At-Large (Faculty)

One At-Large (Student)

One At-Large (Staff)

One At-Large (Faculty)

One At-Large (Student)

One At-Large (Staff)

One At-Large (Faculty)

One At-Large (Student)

One At-Large (Staff)

One At-Large (Student)

C. Administration

Two Staff

One Faculty

One Student

One At-Large (Staff)

5. Committee Task Forces

The Standing Committees are empowered to organize "Task

Access To The Governance System

The major on-going participants in the governance system are members of the Council, its committees, and its task forces.

They provide the essential continuity of service and the means

for systematic communications throughout the college community.

To supplement the work of the Council and its adjuncts and to maximize the opportunities for people to speak and listen, several Forums are provided.

1 Standing Committee Forums

The three Standing Committees shall each hold a campus forum

at least monthly and additionally as deemed appropriate.

the Library at least two weeks prior to the Forum. The

[REDACTED]

COLLEGE PRESIDENT

The campus governance system does not alter the President of the college's statutory responsibilities as the chief executive.



